DOCUMENT RESUME

ED 371 340 CS 011 769

AUTHOR Embry, Julia E.

TITLE Creating a Balanced Literate Environment for the Multi-Age, Multi-Ability, Primary Classroom through Staff Development.

PUB DATE 94

NOTE 161p.; Ed.D. Practicum, Nova Southeastern University.

PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Heterogeneous Grouping; *Inservice Teacher Education; Primary Education; Program Effectiveness; *Reading Instruction; *Staff Development; *Student Evaluation; *Writing Instruction

IDENTIFIERS *Authentic Assessment; Emergent Literacy

ABSTRACT

A practicum was designed to increase the expertise of primary teachers in the creation of developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom through literacy training staff development sessions. The system of literacy training was constructed over a period of eight months with 34 primary teachers from three elementary schools. Staff development training sessions on early literacy and authentic assessment using the running record were developed. Pre/post questionnaires, change assessment scales for administrators, a literacy plan of action for local schools, running record scripts for assessment training, literacy lessons, and developmentally appropriate curricula were administered or developed. Analysis of the data revealed that after the staff development training on early literacy and authentic assessment, the primary teachers were able to create a developmentally appropriate curriculum for reading and writing in the multi-age, multi-ability, primary classroom. The key factor in the accomplishment of the practicum was the early literacy staff development training sessions received by the primary classroom teachers. (Contains 42 references and six tables of data. The pre/post questionnaires, change assessment for teachers, a blank literacy plan of action, a running record script, and a sample running record are attached.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 340

Creating a Balanced Literate Environment for the Multi-Age, Multi-Ability, Primary Classroom through Staff Development

by

Julia E. Embry

Cluster #41

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Embry
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Practicum II Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

CS011769

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Freda Merriweather

Dr. Freda Merriweather

Assistant Superintendent/Elementary Advocate
Jefferson County Public Schools

Title

3332 Newburg Road
P.O. Box 34020
Louisville, KY 40232-4020

Address

June 19, 1994

This practicum report was submitted by Julia E. Embry under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

June 29, 1994
Date of Final Approval of Report

Wm. J. Anderson
Dr. William Anderson, Adviser

ACKNOWLEDGEMENTS

The author gratefully acknowledges the support of three outstanding principals. Larry Harrison, Carol Miller, and Ed Swain and their primary teaching staff. A special thanks to the five literacy facilitators at each local school that forever demonstrated grace, kindness, patience, and understanding of this great endeavor. Thank you to Carol Bartlett, Kay Jacobs, Barbara Lechner, Tammy Marrs, and Ronda Steele for your love and support.

Sincere thanks goes to my two mentors and advisors, Dr. Freda Merriweather and Dr. William Anderson who assumed a variety of roles including teacher, counselor, and friend throughout the past three years.

This practicum is dedicated to my family and special friends who have supported my effort throughout the entire learning process the past three years.

First, I would like to extend my gratitude and love to my coach, Tommy Parker and his belated wife, Lillie May Parker, who believed in me from the beginning of time. Thank you for the encouragement that has guided me into this noble profession of teaching.

Second, I would like to express my eternal thanks to three special friends and colleagues: Linda Cline, Glynda Kelso, and Martha Silva-Vera who through their faith, trust and friendship have helped me grow as a life long learner.

Third, I would like to express my special appreciation for the continued support as my typist and trusted friend, Judy Carney. Judy has always been a source of support and encouragement.

And last my family has been the greatest resource of perseverance and support in this great endeavor. I am forever grateful to my loving parents, Ted and Ruth Edwards, who gave the inspiration to have roots and wings at the same time. Finally, I thank Randy, my husband, and our three sons: Randall, Bradley, and Christopher. I have always felt blessed to have this supportive group of men surrounding me with their all giving love. I will be forever grateful to Randy for his guidance, patience, and love in pushing me to higher and higher ground.

I conclude with a special appreciation for my faith in God for giving me the inspiration and perseverance to complete the task at hand.

TABLE OF CONTENTS

Page

TITLE PAGE i

APPROVAL PAGE ii

ACKNOWLEDGEMENTS iii

TABLE OF CONTENTS iv

ABSTRACT vi

Chapter

I INTRODUCTION 1

Description of Work Setting and Community 1
Writer's Work Setting and Role 4

II STUDY OF THE PROBLEM 7

Problem Description 7
Problem Documentation 7
Causative Analysis 10
Relationship of the Problem to the Literature 13

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 24

Goals and Expectations 24
Expected Outcomes 24
Measurement of Outcomes 26

IV SOLUTION STRATEGY 28

Discussion and Evaluation of Possible Solutions 28

Description and Justification for Solution Selected..... 33
Report of Action Taken..... 38
Deviations..... 45
Roadblocks..... 46

V RESULTS DISCUSSION, AND RECOMMENDATIONS..... 49

Results..... 51
Discussion..... 56
Recommendations..... 73
Dissemination..... 76

REFERENCES..... 78

Appendices

A Pre/Post Questionnaires..... 83
B Change of Assessment for Teachers..... 86
C Literacy Plan of Action..... 88
D Running Record Script..... 90
E Sample of Running Record.....118

LIST OF TABLES

TABLE

1 Questionnaire Responses from all three schools..... 53
2 Examples of Teacher's Writing Journal..... 60
3 Teacher Example's of Literacy Plan of Action..... 64
4 Questionnaire Responses from School A.....67
5 Questionnaire Responses from School B.....69
6 Questionnaire Responses from School C.....71

ABSTRACT

Creating a Balanced Literacy Environment for the Multi-Age, Multi-Ability, Primary Classroom through Staff Development. Embry, Julia E., 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in Early and Middle Childhood. Early Literacy/Multi-Age, Multi-Ability Classroom/Staff Development Training/Elementary Teacher Education/Authentic Assessment/Running Record.

The practicum was designed to increase the expertise of primary teachers in the creation of developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom through literacy training staff development sessions. This system of literacy training was constructed over a period of eight months with 34 primary teachers from three elementary schools.

The writer developed staff development training sessions on early literacy and authentic assessment using the running record, administered pre/post questionnaires to primary teachers; created a change assessment scale for administrators; developed a literacy plan of action for local schools; developed running record script for assessment training; prepared and demonstrated literacy lessons for primary teachers; and assisted primary teachers in creating developmentally appropriate curriculum at the local school building.

Anaylsis of the data revealed that after the staff development training or early literacy and authentic assessment, the primary teachers were able to create a developmentally appropriate curriculum for reading and writing in the multi-age, multi-ability, primary classroom. The key factor to the accomplishment of the practicum was the early literacy staff development training sessions received by the primary classroom teachers.

Permission Statement

As a student in the Ed.D. program in the Early and middle Childhood, I do (*) do not ( ) give permission to Nova Southeastern University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova Southeastern University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

June 19, 1994 (date)

Julia E. Embry (signature)

CHAPTER 1

INTRODUCTION

Description of Work Setting and Community

The work setting for the writer was three elementary schools in a large, urban city. The population involved consisted of 34 primary teachers from the multi-age, multi-ability, primary classrooms in the three elementary schools in various locations throughout the city/county school district.

Each of the three schools were involved with voluntary busing for desegregation and regulating state mandates on developing the primary school program at their individual schools. A recent educational reform package had been passed by the state legislature to create changes in the elementary classroom. One of the mandates of the educational reform was the development of the primary classroom for students ranging

in ages five to eight years old.

The reform mandates had caught many schools unprepared for the multi-age, multi-ability, primary classroom. Every elementary school in the state was challenged to create a primary school program that involves flexible grouping of children ages five through eight for more than one year with the same teacher or team of teachers. The multi-age, multi-ability classroom was one of seven critical attributes mandated for the primary school program. The other six critical attributes were: developmentally appropriate practices; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement.

Each school was striving to develop well rounded learning environments for its diverse student populations in addition to regulating the state mandated multi-age, multi-ability, primary classroom. Each school was involved with participatory management where the principal, three teachers, two parents, and two students govern the decision making process in meeting the needs of the local school.

School A was a Chapter 1, county elementary school. The total school population consisted of over 600 students with two-thirds of the student population existing in the primary school program. School A participated in voluntary city-county busing for desegregation, and it had a black/white student ratio of twenty three percent black and seventy seven percent white. School A had eleven primary teachers. There was four teams of teachers at School A with eight to twenty years of teaching experience.

School B was a non-Chapter 1, suburban school of 500 students. School B participated in voluntary city/county busing for desegregation, and it had a black/white student ratio of thirty one percent black, sixty seven percent white, and two percent Asisan American. School B had fourteen primary teachers. There were five teams of teachers at School B with five to twenty six years of teaching experience.

School C was a Chapter 1, inner city school of 300 students. It participated in voluntary city/county busing for desegregation, and it had a black/white ratio of forty eight

percent black and fifty two percent white. School C had ten primary teachers. There were three teams of teachers at School C with four to twenty three years of teaching experience.

Writer's Work Setting and Role

The writer was a trained Reading Recovery Teacher Leader. The writer had a certification to train teachers in the methods and procedures of the Reading Recovery program. The writer had completed a year long training program at the Ohio State university. Reading Recovery is an early intervention program designed by Dr. Marie Clay, of New Zealand, to help first grade children who are at-risk of reading failure in the primary school program.

The role of the writer in the school district involved training teachers for the Reading Recovery program and offering technical assistance to the local elementary schools to implement the Reading Recovery program. The writer extended going beyond the regular school day in offering staff

development sessions on literacy training to the three elementary schools. Although the writer benefited from her background and training, and the district had sanctioned the project, it remained an individual proposal done in an appropriate practicum format. The writer coordinated the staff development sessions and demonstration lessons through the literacy facilitator at each school. The literacy facilitator was a trained Reading Recovery teacher who had been trained by the writer. The literacy facilitator during the regular school day taught Reading Recovery half day and the other half taught in the multi-age, multi-ability, primary classroom. The literacy facilitator assisted the writer with the evening staff development sessions and assisted during the regular school day as a mentor to the other primary teachers.

The writer also had expertise on writing and developing curriculum at the local school and district level. The writer trained thirty four primary classroom teachers with the latest research and theory on creating developmentally appropriate

curriculum for reading, writing, and assessment for the primary school program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem experienced by the writer was the lack of expertise by the primary teachers to create developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom. Primary teachers were using outdated strategies in reading and writing that were not developmentally appropriate for the multi-age, multi-ability classroom.

Problem Documentation

The evidence of this problem was by: (a.) observations of primary teachers who were experiencing difficulty with developing an effective reading/writing curriculum for the multi-age, multi-ability, primary classroom, (b.) questionnaires given

to primary school principals who indicated a need for technical assistance from central office for literacy training, and (c.) evaluations from classroom teachers requesting more training on how to develop a reading/writing curriculum for the multi-age, multi-ability, primary classroom.

During the winter of 1993, five out of eight teachers observed by the writer were experiencing difficulty in understanding an effective reading/writing curriculum to meet the needs of their multi-age, multi-ability, primary classrooms. The recent reform mandates had caught many schools unprepared or the flexible grouping of children in an instructional setting. One of the problems from the educational mandates was the lack of training and inexperience on the part of the teachers on how to blend practice and theory on developmentally appropriate practices in the primary classroom to meet the needs of students ages five to eight years old. The writer had observed the lack of training and inexperience of teachers when working with a variety of students of different ages.

In the spring of 1993, five out of eight teacher observed by the writer were using inappropriate literacy materials for the multi-age, multi-ability, primary classrooms. These teachers were uncertain on how to select appropriate instructional materials for the primary students. The primary teachers and students had become frustrated due to the materials being too easy or too difficult to successfully complete instruction.

After conducting a questionnaire with ten principals, all the principals indicated a need for technical assistance from central office for literacy training of the primary teachers. All the principals were very concerned over the stress level of the teachers and of the parents. Teachers were not prepared to teach to a variety of ages; instead, they were prepared for one particular grade.

In evaluations written in the fall of 1992 by fourteen teachers, twelve out of the fourteen requested more training on developing a reading/writing curriculum for the multi-age, multi-ability, primary classroom. This type of classroom offers each student the opportunity to learn at his/her own pace. The

primary school program was designed to insure the student's success in the early formative years of school. The success comes from the student feeling success as a learner in the primary program. Through the primary program, the student is offered continuous progress and success, instead of retention or failure. Now, the student's success had been placed on the shoulders of the teachers through developing the curriculum. The primary teachers must develop appropriate curriculum that insures the success of each individual student. Teachers became the key to creating the successful multi-age, multi-ability, primary curriculum. Staff development sessions were designed to prepare teachers to seek developmentally appropriate practices and curriculum in the primary program for students, ages five through eight.

Causative Analysis

It was the writer's belief that there were six causes for the lack of expertise in designing developmentally appropriate

reading/writing curriculum for the multi-age, multi-ability, primary classroom. The first cause was that the primary teacher had not been provided research and theory through effective staff development to enable him/her to create a reading/writing curriculum that addressed the needs of the multi-age, multi-ability, primary classroom. The theory and research of teaching reading and writing had changed drastically in the last ten to fifteen years. The theory had moved toward the whole language, process learning approach rather than the basal, product approach.

The second cause was that the primary teacher had not been provided the strategies and techniques through literacy training to develop an effective instruction that addressed the needs of the individual children involved with the multi-age, multi-ability, primary classroom. The teacher inservice sessions of the past had limited themselves to one day, scope and sequence events for children of a particular grade.

The third cause was that the primary teacher had not been provided the resources to design a developmentally appropriate reading/writing curriculum for the multi-age, multi-ability,

primary classroom. This environment should be full of various levels of books and activities appropriate for the various ages of individual children. The primary child must have a sense of continuous progress and successful experiences in the multi-age, multi-ability classroom through a variety of resources.

The fourth cause was that the primary teacher had not been provided with the latest research and theory on developmentally appropriate practices for the primary children, ages five through eight. The primary teacher must not only have updates on the latest research and theory in the field of developmentally appropriate practices, but he/she must be exposed to the coaching or mentoring of master teachers who help the primary teachers be reflective on their own teaching practices.

The fifth cause was that the primary teacher had not been provided an update on the research and theory on authentic assessment in the multi-age, multi-ability, primary classroom. No longer is the teacher able to group the children in three reading groups of high, average, or low. No longer is the teacher able to give grades of A, B, or C. The primary teacher must know

the strengths and weakness of each individual child. Authentic assessment will help make appropriate instructional decisions for the child's needs.

The sixth cause was that the primary teacher had not been provided with the opportunity to observe literacy demonstration lessons of a resource teacher or another colleague with literacy expertise in the multi-age, multi-ability, primary classroom. It is important for the primary teacher not only to have the latest research and theory but that the teacher sees the theory in action and later weaves this demonstration lesson into their own primary classroom practices. Kamii (1985) states, "Teachers have to believe in what they are doing, and they must have the training necessary to be able to experiment, evaluate results, and make curriculum decision for themselves" (p.14).

Relationship of the Problem in the Literature

Pinnell (1987), Dick (1989), and Johnson and Wilder (1992) all discuss the importance of changing reading and writing

programs through staff development. Pinnell (1987) states, "Staff development programs must prepare teachers as knowledgeable and flexible decision makers who can adjust their instruction to students' learning processes" (p.51). Teachers must come to the teaching situation with content knowledge but also with the flexible decision making to lead the students into the problem solving processes that would extend the learning process. The staff development sessions should not only include theory on content or core knowledge, but demonstration, modeling of the process, experiment or practice time, and feedback through a specialist, team leader, or colleague. Through this process of creating meaningful staff development sessions by decision making and problem solving, the teacher has becomed empowered to make effective teaching and curriculum changes in their individual classrooms.

Other literature gives evidence of using effective literacy strategies and techniques with primary students. Routman (1992) and Goldenberg (1991) address the elements needed to create a balanced reading program for the primary student.

Routman (1992) discusses the need for guided reading shared reading, and independent reading as vital components of a balanced reading program. A balanced reading program offers not only support to the young reader but builds self-confidence to take risks and make predications that are important for learning to read at an independent level.

Smith (1977) and McKenzie (1977) discuss the issue of balancing meaning of the story with acquiring the appropriate skills that govern the written language. Smith (1977) reveals that the process and instruction of reading should make sense. Too many times in teaching the process of reading, teachers will instruct at the word level instead of making the passage or text make sense to the reader. Reading must involve an interweaving of meaning and appropriate skills for the reader to obtain the message from the print.

Huck and Kerstetter (1987) specify how to create readers and writers through shared reading and writing experiences. Strickland and Morrow (1992) and Holdaway (1982 reveal how to use big books as the center of the literacy program for primary

students. Through the big book or enlarged print, shared reading is one of the best ways to offer emergent and beginning readers support of the reading process. Shared reading and writing provides an avenue for independent reading and writing.

Clay (1991) addresses how to facilitate the introduction of a new text for developing the independent, primary reader. Through Dr. Clay's work, the reading process must be internalized and then extended by the reader. The reader must be provided various opportunities to read at an independent level. To facilitate reading at an independent level, the teacher must be able to give a rich, inviting introduction to the story. The story orientation should include the plot, discussion of the pictures, the language of the text, and a few words within the text. This orientation to the new book will make the reader feel confident and successful as they read at an independent level. The reading at an independent level will provide the means for the child to develop a self-extending system. The more the child reads, the more proficient reader he or she will become.

Teale and Sulzby (1989) discuss the high priority of children

being actively involved with curriculum. The curriculum should be a hands-on, child-centered, integrated curriculum, not a curriculum narrowly focused on skills and time limits to subject areas. The curriculum or course of study must meet the individual needs of children.

Simpson (1993) addresses the importance of daily journal writing in the primary classroom. Writing everyday with children provides the opportunities for not only building of a writing vocabulary but offering insights to the process of writing. When the daily classroom discussion is based on the process, it is part of the normal conversation to speak of brainstorming, drafts, revision, and editing. Clay (1975) discusses the theoretical links with writing and reading. Reading and writing are reciprocal processes. Writing is a window for the teacher to observe and reflect how the child is coping with the written language. The process of writing plays an important role in the progression of the early reading process.

Graves (1983) and Calkins (1986) note that writing is a

craft. Graves (1993) clarifies that not only writing is a craft but also the teaching of writing. Reading and writing are very complex processes. Each process interweaves with the other. McKenzie (1985) maintains that the shared reading experience becomes the springboard to the shared writing experience. Shared writing is enlarging the text to allow the children the opportunity to demonstrate the process of writing. Shared writing helps the child witness the composition of written text.

Children's literature is an excellent resource to be used in the primary classroom. Peterson (1991) and McGill-Franzen (1993) specify that text selection of good literature enhances learning in the primary classroom. Fuhler (1990) and Tunnell and Jacobs (1989) assert that moving toward literature-based instruction over basal instruction improves literacy learning in the classroom. McKenzie (1977) notes the readers should be given a wide range of genre to help them sample an enjoy extensive literature. A wide range of written materials help to explore not only the child's immediate environment but other opportunities that arise in the community with environmental

print or through the use of multicultural literature exploring new cultures.

One of the most critical attributes of the primary program is the developmentally appropriate practices that must exist for the multi-age, multi-ability, primary classroom. Bredekamp (1989) addresses developmentally appropriate practices in early childhood programs through the National Association for the Education of Young Children as guidelines for primary teachers. The NAEYC states:

> Each child is viewed as a unique person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum. Children are allowed to move at their own pace in acquiring important skills including those of writing, reading, spelling, math, social studies, science, art, music, health, and physical activity (p.4)

Cohen (1989), Cohen (1986), and Cushman (1990) consider the whys and hows of the multi-age classrooms to help reduce retention and failure for the primary students. Cushman (1990) suggests extending the age range of a primary class, and thus provide a nurturing, success-oriented environment for children

at widely different developmental levels.

Cunningham, Hall, and Defee (1991) consider the non-ability, non-grouped, multi-level instruction that could happen in the classroom. Kostelnik (1992) reveals the myths associated with developmentally appropriate programs. Developmentally appropriate activities are organized around the individual needs of the child's phase of learning. Teachers create an environment that has children working at different rates and styles through an integrated, hands-on, positive, child-centered classroom. The children in a developmentally appropriate environment look to the teachers for guidance and support not for domination, constant management, or supervision.

Authentic assessment is another key attribute of the multi-age, multi-ability, primary classroom. Clay (1990) and Traill (1993) discuss the current research or what is and what might be associated with authentic assessment and evaluation. Clay (1990) discusses standardized tests verses the day to day assessment of children in the classroom. The standardized tests do not always tell the real story of the child's strengths for

building on their achievements of learning. The day to day assessment helps the teacher observe and gather data on the actual achievements of the child. Chittenden and Courtney (1989) and Valencia and Pearson (1987) note that now is the time for a change in reading assessment for the classroom.

As in the past with our present educational system, restructuring has taken place outside of the classroom. Administrators have been changing and rearranging the upper management or top level, however, many classrooms still have reflections of the 1960's teaching styles. Teale (1988) specifies what is developmentally appropriate assessment in reading and writing for the primary classroom. Teale (1988) refers to the lasting procedures used by many states with many young children that pay little attention to what is really going on in the early childhood literacy programs in their states or home districts.

The literature reveals several causes for the problem. Johnston and Wilder (1992) reveal that attending workshops and conferences aren't enough to make instructional changes for

teachers. "Teachers need to see new practices demonstrated, opportunities for practice, and then supportive feedback" (Johnston & Wilder, p.627). Calfee (1991) maintains that teachers have not empowered themselves as professionals to rethink the reading/writing curriculum to meet the needs of their students. Calfee defines curriculum as course of study. Too many times teachers are constructing the curriculum using scope and sequence charts or textbooks which fit the age of the child instead of looking at the child's needs first then building the curriculum.

Beed, Hawkins, and Roller (1991) assert that through the power of scaffolding instruction, one may move learner toward independence. Scaffolding is the support that the teacher gives the child in a problem solving activity. Teachers that are successful in developing problem-solving strategies through scaffolding encourage their pupils to become independent learner. One of the causes of ineffective staff development sessions is the lack of scaffolding for the teacher. The teacher must also be supported by a mentor or coach to develop

problem-solving strategies to help develop independent thinking about the needs of individual children in regards to the literacy curriculum.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and expected outcomes were projected for this practicum to increase the expertise of the primary teachers to create developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom.

Expected Outcomes

The four objectives of the practicum were:

1. At least 20 primary teachers will increase their understanding of literacy with the multi-age, multi-ability children as demonstrated from a pre-post classroom writing journal. This will be measured by the writer and literacy facilitator using a Likert-type scale for effective strategies in the teaching of literacy.

2. By the end of the implementation period, there will be an increase of primary teachers using running records in their classroom to assist in the selection of appropriate literacy materials for their multi-age, multi-ability, primary children. Successful use and increase of the running records as a literacy tool will be measured by pre/post questionnaires of the teachers.

3. As a result of the staff development sessions, twenty of the thirty four classroom teachers will develop a written plan of action for creating a balanced literate environment in their individual primary classroom. This plan would consist of one new strategy to be introduced in the areas of reading, writing, and assessment to be shared with and judged completed by the writer and the principal. The written literacy plan of action would be considered achievement of this outcome.

4. Primary teachers will show an improvement in meeting the literacy needs of their multi-age, multi-ability, primary students measured by a pre/post questionnaire.

Measurement of Outcomes

The procedures for collecting the data on the practicum were through observations and weekly journal writings of the writer, a pre/post writing journal of the primary teacher, a Likert-scale developed by the writer to evaluate effective strategies in the teaching of literacy, and a written literacy plan of action composed by the primary teachers. A pre/post questionnaire to assess potential changes in teachers understanding was administered to the primary teachers involved with the staff development sessions on literacy training.

During the first staff development session, pre/questionnaires and writing journals were given to the teachers. The teachers were asked three questions: how do you teach reading?; how do you teach writing?; and what types of literacy assessments do you use in your classroom? The Likert-scale assessments were to be used to evaluate the use of literacy strategies from the writing journals and the questionnaire.

During the process of implementation all the primary teachers were requested to create a literacy plan of action regarding developing curriculum for the multi-age, multi-ability, primary classroom.

After the implementation all data were collected by the writer and the literacy facilitators. The data included pre/post questionnaires, writing journal, and written literacy plans of the primary teachers.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation

Primary teacher's lack of expertise in constructing developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom was creating stress and frustration on the part of the teachers, principals, and parents. Primary teachers need to be updated on the current practice and theory of literacy including updating their skills and strategies in teaching with the multi-age, multi-ability classroom creating developmentally appropriate curriculum for all children in the primary classroom, and using current means of authentic assessment in their primary classrooms. Evidence gained from the literature states the importance of not only using current theory to help teachers gain expertise in their teaching of literacy but also of demonstration, experimentation

and practice, and feedback from a mentor or coach.

Pinnell (1987) and Johnson and Wilder (1992) suggest that the teacher needs a framework in which they may assess, analyze, act, and then later reevaluate their actions. Primary teachers have rarely been given the empowerment of their own learning to interweave their learnings with the classroom curriculum. The one day inservice does not give the teacher the empowerment to create the long range changes that need to be made in the developing curriculum that would be appropriate to the multi-age, multi-ability, primary classroom. The teacher must be given the opportunity to not only hear the theory but to witness through modeling of the process, then to experiment at their own rate, and then to create constructive feedback to make changes that lead to flexibility and problem solving for teacher effectiveness.

Routman (1992), Goldenberg (1991), Smith (1977), and McKenzie (1977) address the importance of creating a balanced reading program for children. The most crucial element in the reading is to learn to read for the meaning of the story. During

the development of the balanced reading program, the teacher must consider instruction at three stages, the guided reading stage, the shared reading stage, and the independent reading stage. In the process of teaching reading, skills are interwoven with learning to read in order to make sense of the story.

Huck and Kerstetter (1987), Strickland and Morrow (1991), and Holdaway (1982) suggest how to develop young readers and writers through the shared reading and writing process. The shared reading and writing experience offers the child the opportunity to become a reader and writer with the support of the teacher. Later this expertise may be channeled into an independent reading or writing activity for the child.

Graves (1983), Calkins (1986), Clay (1975), McKenzie (1985), and Simpson (1993) address the importance of writing. The process of writing is closely linked with the process of reading. The child's written information is a window of opportunity for the teacher to observe and reflect on what visual information the child is processing.

Peterson (1991), McGill-Franzen (1993), McKenzie (1977),

Fuhler (1990), and Tunnell and Jacobs (1989) specify the importance of children's literature in a well rounded literacy program. Children's literature is an excellent resource in the classroom. Through the use of children's literature, the child's understanding is expanded on how stories work, building new words in their oral vocabulary, and concepts about the printed language.

Huck and Kerstetter (1987) and McKenzie (1977) maintain that to develop readers and writers the teacher must create a literate environment. Teachers must surround their pupils with books of all types of genres, art, and all types of writing materials so they may be exposed to the elements of literacy. A literate environment would include children's work displayed inside and outside the classroom. The classroom should also have print displayed around the room in the form of different types of materials from big books to charts, posters, labels of the children's names and print from local newspaper.

Bredekamp (1989), Cohen (1989), Cohen (1989), and Cushman (1990) discuss developmentally appropriate practices

that should exist in the multi-age, multi-ability, primary classroom. Different levels of ability and learning styles are accepted in the development appropriate environment.

Cunningham, Hall, and Defee (1991), Kostelnik (1992), and Teale and Sulzby (1989) note that the curriculum in the multi-age, multi-ability primary classroom must be a hands-on, child-centered, integrated environment. Teachers in the developmentally appropriate environment help the children through guidance and support, not in a management or supervision role.

Teale and Sulzby (1989) declare that the curriculum must be developmentally appropriate and reveal the basic principles of young children as literacy learners. We are failing as a nation to produce genuine literate students from our classrooms. It is important to understand the young child to help make valid teaching decisions in regard to the curriculum. Research from the authors cited has shown when teachers are using a scope and sequence chart to teach the child, the child has been lost in the correctness of the curriculum. To make crucial teaching

decisions in the curriculum, the teacher must understand the developmental process of the young child. The child's developmental process must be one of the highest considerations when constructing a literacy curriculum.

Clay (1990), Traill (1993), Chittenden and Courtney (1989), Valencia and Pearson (1987), and Teale (1988) refer to the current research on authentic assessment. Standardized testing is not giving the true picture of what a child can and cannot do. The research of early literacy learners indicate that assessment must be on what the child is bringing to the literacy learning through their expectation and experience not just the standardized test.

Description and Justification for Solution

The attainment of expertise for primary teachers to create a developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom was accomplished through literacy training, demonstration lessons,

coaching, mentoring, and reflection on the part of the primary teacher. Resources that were used included multiple copies of trade books, big books, videos, writing journals, articles on literacy, professional literature on literacy, and other materials used to create a balanced, literate environment for the primary program.

Through the literacy training staff development model, the writer trained 34 primary classroom teachers on the latest research and theory in the field of literacy for children ages five through eight. During the training the primary classroom teachers developed plans to create developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom.

Literacy is one of the key issues of our time. Becoming literate is one of the greatest joys that teachers and parents witness with the child. As a teacher one of the greatest delights is to witness a pupil becoming a reader and writer in the process of becoming literate. The literacy training on the current practice and theory was crucial to the success of the literacy

training staff development sessions.

Over the years, the school district's staff development training in literacy had shifted from one text adoption to the next. Within the last several years, the school district had started to shift with the rest of the nation to literacy training for the teachers.

The teachers' staff development programs produced by this local school district must change. The staff development sessions must move to actively create effective teachers of literacy.

A 30 hour staff development literacy training session was offered to the participating schools and their 34 teachers. The staff development sessions included 24 hours of inservice on the current theory on developmentally appropriate practices in reading, writing, children's literature, and authentic assessment. Also included in the staff development sessions were six hours of group or individual demonstration lessons at the local school for creating a balanced reading/writing program for the multi-age, multi-ability, primary classroom.

The production of a literacy video was considered to assist teachers with demonstration lessons to aid in the updating of strategies and techniques that may be used in the multi-age, multi-ability, primary classroom for effective literacy instruction for the primary student.

The creation of a professional library for the teachers to use as a resource for the primary classroom was also planned. Primary teachers need to have resources available to them for professional growth and development.

A district grant was written for one thousand dollars for each local school to purchase professional books for literacy training. The grants were written by the writer and presented by the Director of Curriculum and Instruction. The professional books would be a resource for the literacy staff development training sessions. The professional books would also be used in support group situations for professional growth of the primary teachers.

The formation of support groups for the primary teachers before, after, and during the staff development sessions on the

latest theory and research on developmentally appropriate practices supported the teachers as they make effective changes in their classrooms.

During the staff development sessions the primary teachers learned how to take a running record. The running record is a written record of the student's reading as observed and recorded by the teacher. Clay (1990) discusses how these observations give the teacher insights to the student's reading process which enables the teacher to select appropriate reading material for the primary student. The use of the running record will be a tool for authentic assessment in the primary classroom for the teacher. This will be an excellent tool of assessment that the teacher may use to build on the strengths of the primary student for effective reading instruction.

Report of Action Taken

A month before the staff development training was to take place, the writer met with the five literacy facilitators who would help coordinate literacy training at each one of the three schools. Each literacy facilitator was trained by the writer as a Reading Recovery teacher. All the literacy facilitators agreed with the early literacy philosophy of the writer to help make changes within the primary classroom through effective literacy training. The writer and literacy facilitators agreed to use many of the strategies and ideas from Marie Clay, Regie Routman, and Leanna Traill. Using these theories and strategies became excellent starting points as the writer and literacy facilitators discussed the training for each individual school.

Each one of the three schools discussed agendas and time tables for the school year, ordered professional books and children's literature for each teacher, and developed a $1000 grant to cover the cost of literacy materials. The literacy facilitators maintained this grant for $1000 per school to purchase professional and children's literature for the teachers

who participated in the literacy training.

The writer prepared the handouts, overheads and writing; ordered literacy videos; organized and typed the running record staff development teaching script; and created an audio tape to accompany the running record script.

All the primary classroom teachers began the literacy training with the writer administrating the pre/questionnaire on the balanced and literate classroom environment. Each teacher received three professional books: Highlight My Strengths, Daily Journals, and Invitations. All the teachers who participated in the literacy training also received a writing journal for notes and reflections throughout the literacy training. At the beginning of the first session, all teachers were asked to reflect then write on the following three questions: (1.) How do you teach reading? (2.) How do you teach writing? (3.) What types of literacy assessment do you use in your primary classroom?

The literacy instruction for all three schools began with the reading component using developmentally appropriate practices. The primary classroom teachers were first instructed in the

practical definitions of the terms of emergent, developing, and fluent readers. The teachers were then given a variety of children literature in order to classify the level of each appropriate text level. This was done to meet the literacy needs of the individual student in the primary classroom by setting standards and showing improvement.

The classroom teachers later viewed a literacy video on guided reading that increased their awareness of meeting the student's individual reading needs. In addition, the staff development session concluded by showing examples of a balanced primary reading program through shared and independent reading. Evidence of shared reading through the use of big books and enlarged print has proven very effective reading instruction for the multi-age, multi-ability, primary classroom.

The teachers were also given the useful strategies of Marie Clay's research on independent reading of students to achieve a self-extending system. The literacy training also stresses the importance of reading aloud good children's literature everyday.

Children's literature was read daily by the primary classroom teachers in order to develop a sense of story, reading for meaning, understanding concepts about the printed language, and extending the student's vocabulary. During the literacy instruction, the writer demonstrated the importance of examples by creating a balanced literate classroom environment for primary students.

During the second six hours of literacy instruction, the writer dedicated the sessions to the stages of writing using developmentally appropriate practices. The three components of writing that were presented to create a balanced writing primary classroom were guided writing, shared writing, and independent writing. The classroom teachers were led through an awareness session on the developmental stages of writing for primary-aged students. Examples of overheads were shown to discuss these stages of writing which included emergent, developing, and fluent.

The next six hours of literacy instruction demonstrated authentic assessment using the running record. The teachers

received training with effectiveness of assessment through the use of the running record. This assessment training enabled the teachers to select appropriate reading material for the guided reading sessions for the individual students. During the assessment training session a running record script and audio tape were made. The script and audio tape provided those teachers who needed extra practice with the running record another alternative at their own pace and privacy of classroom or home. The teachers were also instructed on how to score and analyze the running record.

The last six hours of literacy training were divided into two parts: selecting appropriate text/using children's literature and assessment/evaluation in the multi-age, multi-ability, primary classroom. Throughout the entire literacy training children's literature became the springboard for many of the strategies and activities used in the creation of the balanced literate classroom.

Two literacy consultants were engaged to share their expertise of many strategies and activities through the use of

children's literature. Children's literature allowed the 'hands-on' that primary teachers needed to take immediately back to the classroom as a way to experiment with creating a literate environment. During the staff development sessions the teachers were able to: receive updated research and theory on the importance of using children's in the classroom; understand how to use it; and extend ideas that could be used with reading, writing, or assessment.

The final staff development session was devoted to the various forms of assessment/evaluation in addition to the running records that could be used in the primary classroom. Leanna Traill's, Highlight My Strengths, was used extensively by the primary classroom teachers. The teachers used Traill's reading checklists for the different and quick reference to stages of reading development. Also readily available was the alphabet checklist and anecdote records from Traill's book for further reference and support.

The last six weeks of the literacy instruction involving the demonstration lessons became a key factor to all the staff

development instruction. The writer visited each school through the coordination of the literacy facilitator to demonstrate a literacy lesson as requested by the primary classroom teacher.

The writer was able to demonstrate a literacy lesson with the primary classroom as the teacher observed. Later, the writer and primary classroom teacher were able to discuss the teacher's observation of the lesson and profess growth through the staff development literacy instruction.

During the last few weeks of the practicum, the writer and literacy facilitators administrated the pre/post questionnaires and collected the literacy plans of action from the primary teachers. The literacy facilitators collected the classrooms teacher's writing journals at each school.

In the last week of implementation the writer gave an oral report to the three principals at each school involved with the practicum. The report included an assessment of the literacy training at their school, progress of the primary teachers according to the pre/post questionnaires, and a review of each teacher's literacy plan of action for the next school year.

Deviations

Three deviations occurred during the implementation of the literacy training staff development sessions. The loss of a teacher during the implementation due to the change of student enrollment at School B.

The second deviation was the decision to train the teachers' assistants after the literacy training began. The principals had requested that each teacher's assistant be included in the literacy training. The reasoning behind the training of the assistants was the close association of the teacher and teacher assistant working as colleagues in the same primary classroom.

The last deviation was the combination of two schools during several sessions for the staff development literacy training. The principals from School A and School C were close colleagues and thought the merger of their two schools would encourage professional colleague support through the literacy training and multiply the sharing of ideas concerning the state's

mandated reforms.

Roadblocks

The major roadblock encountered along the practicum was the overworked, overstressed teachers due to the mandates of the state reform during its first full year of implementation. The commitment to the literacy training became a major factor when it became evident that many of the teachers had already completed their required 24 hours of inservice for the 1993-94 school year. The literacy training was offered as inservice time, but these primary teachers went far beyond the regular staff development commitment due to their personal desire to learn how to develop a balanced literate classroom for their primary students. Support groups were not formed due to the extra time teachers were spending at school trying to meet state mandated guidelines. The only complaints that the teachers had were feelings of stress trying to keep up with the mandates of the state reforms while trying to make literacy changes in the classroom. It was difficult to combine the research and training into the guidelines that the state was mandating for the primary

program. An example of the roadblock occurred with assessment training. The writer was preparing the primary classroom teachers on authentic assessment using the running record, but the state was mandating standardized tests to create baseline results for rewards and sanctions against the schools and individual classroom teachers.

Another major roadblocks was the lack of time. The primary classroom teachers had little or no time during the day to observe or talk with other professionals. If there was talk time among the teachers, it was to report discipline problems or discuss management of the classroom. The classroom teachers usually left school after an extended day very tired and often mentally unproductive.

A minor roadblock was the role and schedule of the writer. The writer had planned to spend great amounts of time at each school to help empower the primary teacher's professional growth, but only minimum time could be spent at each school. The writer was not housed at any of the schools, not did the writer have any supervisory duties regarding the teachers.

The writer's greatest assets were the literacy facilitators. The literacy facilitators had received early literacy training through the Reading Recovery program and became problem-solvers at their local school site. However, close monitoring had to be maintained through the implementation with all three schools. Since the writer was unable to communicate on a daily basis with the literacy facilitator or classroom teacher, coordination became difficult at times to facilitate staff development concepts into classroom practice.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Primary teacher's lack of expertise to create developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom created stress and frustration on the part of the teachers, principals, and parents.

The expectation of this practicum was to devise staff development literacy instruction that updated primary teachers on the current practice and theory of literacy, develop their skills and strategies in teaching with the multi-age, multi-ability classroom, create developmentally appropriate curriculum for all children in the primary classroom, and use current means of authentic assessment in the primary classroom.

The work setting for the writer was three elementary schools in a large, urban city. The population involved consisted

of 34 primary teachers from the multi-age, multi-ability, primary classrooms in the inner city location, and a suburban location.

Each of the three schools were involved with voluntary busing for desegregation. Each school was striving to develop a balanced literate environment for its diverse student population in addition to regulating the state mandated multi-age, multi-ability, primary classroom.

School A was a Chapter 1, county elementary school. The total student population consisted of over 600 students. School A participated in voluntary city-county busing for desegregation, and had a black/white student ratio of twenty three percent black and seventy seven percent white. School A had 11 primary teachers.

School B was a non-Chapter 1, suburban school of 500 students. School B participated in voluntary city/county busing for desegregation, and had a black/white student ratio of thirty one percent black, sixty seven percent white, and two percent Asian American. School B had 13 primary teachers.

School C was a Chapter I, inner city school of 300 students. It participated in voluntary city/county busing for desegregation and had a black/white student ratio of forty eight percent black and fifty two percent white. School C had 10 primary teachers.

Besides the 34 primary teachers trained in literacy instruction, 20 primary assistants were also trained through the staff development literacy instruction as requested by all three principals.

RESULTS

There were four expected objectives that increased the expertise of the primary teachers to create developmentally appropriate literacy curriculum for the primary student.

The first objective stated that at least 20 primary teachers will increase their understanding of literacy with multi-age, multi-ability students as demonstrated from a pre/post classroom writing journal.

At the end of the implementation period, only three

teachers were able to successfully complete and submit their writing journals. The three teachers that submitted their writing journals had shown professional growth throughout their journal entries. The journal entries were scored by the writer using the change assessment scale. The change assessment scale was a Likert-scale that was developed by the writer to show evidence of growth over a period of time. The change assessment scale was able to show growth in each of the teacher's reflection journals at the end of the implementation.

The second objective stated that by the end of the implementation period, there will be an increase of primary teachers using running records in their classroom to assist in the selection of appropriate literacy materials for the multi-age, multi-ability, primary students. Successful use was measured by Question #8 on the pre/post questionnaire (see Table 1).

At the end of the implementation period, 26 of the 34 teachers indicated their ability to use running records for authentic assessment in their primary classroom. Using a Likert-

Table 1

Questionnaire Responses from all three schools.

Question 1: I feel that I am meeting the needs of the individual primary student through guided reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	5	12	16	0	1
Post	12	15	7	0	0

Question 2: I feel that I am meeting the needs of the individual primary student through guided writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	14	14	2	1
Post	14	14	6	0	0

Question 3: I feel that I am meeting the needs of the individual primary student through shared reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	8	16	10	0	0
Post	13	16	5	0	0

Question 4: I feel that I am meeting the needs of the individual primary student through shared writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	5	16	12	0	1
Post	12	16	5	1	0

Question 5: I allow my primary students 20 to 30 minutes of daily independent reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	13	12	6	2	1
Post	16	13	4	1	0

Question 6: I allow my primary students 20 to 30 minutes of daily independent writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	15	8	9	1	1
Post	17	12	4	0	1

Table 1

Questionnaire Responses from all three schools.

Question 7: I feel very confident in selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	8	15	9	2	0
Post	19	15	0	0	0

Question 8: I feel very comfortable in using the running record when selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	5	0	5	4	20
Post	7	10	9	2	6

Question 9: I feel comfortable in using several types of authentic assessment in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	10	14	1	7
Post	5	19	9	0	1

Question 10: I offer writing conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	10	14	3	5
Post	9	14	8	2	1

Question 11: I offer reading conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	4	10	17	1	2
Post	12	13	7	1	1

Question 12: I feel that I am meeting the literacy needs of my students in the primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	15	15	3	0
Post	11	18	5	0	0

scale the writer was able to evaluate the pre/post questionnaire from the primary teachers. Before the implementation 24 of the primary teachers had not felt comfortable in using the running record. After the implementation 26 felt comfortable in using the running record when selecting appropriate text for their students. Only eight teachers did not.

The third objective stated that as a result of the staff development sessions, 20 of the 34 classroom teachers will develop a written plan of action for creating a balanced literate environment in their primary classrooms.

After implementation 24 primary teachers submitted a literacy plan of action to the literacy facilitator and the writer. The writer shared the results with all three principals. The staff development sessions increased the primary teachers awareness of creating a balanced literacy program in the classroom. The completion of the literacy plan of action showed planning and new strategies being implemented in the classroom setting.

The fourth and last objective stated that the primary

teachers would show an improvement in meeting the literacy needs of their multi-age, multi-ability, primary students, measured by a pre/post questionnaire.

After implementation all 34 primary teachers indicated that they were meeting the literacy needs of their primary students as indicated by Question #12 (see Table 1) of the pre/post questionnaire.

One justification for the decrease in the first objective was due to the stress of the state mandated reforms and the lack of time for writing in the reflection journals. The primary teachers were placed under a great deal of stress in meeting the mandates of the state reforms especially the creation of the primary program in every school by the 1993-94 school year.

Discussion

During the implementation of the practicum, the staff development literacy training became the key factor for the teacher's development of expertise to create a balanced literate environment for the multi-age, multi-ability, primary classroom.

The staff development sessions included six hours of reading instruction with emphasis on the three components of a balanced reading program: guided, shared, and independent.

The next six hours of staff development were the instruction of writing with emphasis on the three components of a balanced writing program: guided, shared, and independent. Later, nine hours of authentic assessment followed with six hours dedicated to instruction on the running record. The running record is a written record. The running record is a written record, developed by Marie Clay of New Zealand, of the student's reading as observed and recorded by the teacher.

The principals and literacy facilitators approved the staff development training before presenting the inservice to the total body of primary teachers. The approval of staff development by the primary team was a component of the participatory management at each school. All three of the principals encouraged the entire primary team, teachers and teacher assistants, to attend all the literacy training which totaled 34 teachers and 20 teacher assistants.

The first objective stated that at least 20 primary teachers would increase their understanding of literacy through a reflective writing journal. Only three teachers were able to keep a writing journal. This objective was not met due to the lack of teacher's time. The primary teachers were placed under time constrains this year due to the mandated state reforms. The teachers worked very closely with the principals and the parents spending long hours before and after school working on converting the traditional school program to the multi-age, multi ability, primary program. Time became a key factor as the teachers felt overwhelmed at the local school level in addition to the extra time the writer requested for staff development sessions.

The three teachers that did complete the reflective writing journal were able to show growth through a change assessment scale that was developed by the writer. The five questions on the change scale included: changes in the teacher's writing; changes in the use of literacy vocabulary; changes of new learnings demonstrated in classroom; changes in developing

appropriate literacy instruction; and changes in making connections of theory and practice in the classroom. Evidence of a teacher's change through a reflective writing journal (see Table 2) was indicated through the journal entries. An example of the first entry in the fall of 1993 reflected only one or two lines with very little literacy vocabulary. The primary teacher stated, "Writing activities are coming along. All of them seem familiar with journals." As the writer lead the staff development sessions, discussion on the importance of the teacher's role of writing instruction was analyzed. The journal entries of this teacher over a period of time demonstrated that teachers must also see themselves as writers.

As the year progressed with more literacy training sessions and professional readings on the writing process, the teacher's entries became paragraphs leading to full pages, and the literacy vocabulary increased. An example of a spring 1994 entry from the teacher's journal (see Table 2) demonstrated this increase:

> Most (the students) seem at ease with writing. Writing is part of their environment. Journal entries

TABLE 2

Examples of Teacher's Writing Journal

Fall, 1993	"Writing activities are coming along. All of them seem familiar with journals."
Late Fall, 1993	"We made pop-up books. They loved doing them. The theme was all about me! There was a great variety in language, structure, and illustration."
Winter, 1994	"Have continued with letter-writing. Children wrote letters to parents welcoming them to Open House. Most of thetext seemed real. The writing d d not appear contrived. I'm somewhat concerned about the 'inventive' spelling. Some of the children cannot spell the simplest sight words such as 'was', 'the', 'what', etc. have been encouraging them to learn these and practice writing them correctly. I have been emphasizing always rewriting text when necessary."
Spring, 1994	"Most (the students) seem at ease with writing. Writing is part of their environment. Journal entries have varied. Some have lots of detail and show a natural flow of thelanguage. Others jot down as little as possible. 80% of children reread what they have written. Revising when necessary... did several pre-writing activities. Have finished only preliminary first draft at this point. Children really are only beginning to evaluate their writing. One-on-one with me they instinctively know what is 'good' and what needs to be revised. Trying to bring 'ownership' to their writing!"

> have varied. Some have lots of detail and show a natural flow of the language. Others jot down as little as possible. 80% of children reread what they have written. Revising when necessary.....did several pre-writing activities. Have finished only preliminary first draft at this point. Children really are only beginning to evaluate their writing. One-on-one with me they instinctively know what is 'good' and what needs to be revised. Trying to bring 'ownership' to their writing!

The second objective stated that there would be an increase of primary teachers using running records in their classroom to assist with the selection of appropriate literacy materials for the multi-age, multi-ability, primary students. This objective was achieved by 26 out of 34 primary teachers using running records in their classrooms. During the staff development literacy training, the writer developed a running record packet. The running record packet included a running record script and an audio tape of the script. The primary teachers listened to the audio tape from the trade book, Try It, read by the writer. The audio tape plus the script assisted the teachers in their understanding the process of taking a running record. The running record packet gave the primary teachers hands-on experience with taking a running record and using its

standard conventions in practical applications in the classroom.

The primary teachers were instructed by the writer on how to score and analyze the running record to help select reading materials that would be appropriate instructionally for the primary students in the multi-age, multi-ability, primary classroom. A valuable asset of the staff development training became the literacy facilitators who were trained by the writer as Reading Recovery teachers. While the writer conducted all staff development training sessions, the literacy facilitators were able to answer valuable follow through questions on a daily basis. The primary teachers needed the opportunity to experiment in the classroom before knowing what questions needed to be asked. Since the writer was a resource teacher not being available on a daily basis, the literacy facilitator became the most important component of the staff development literacy training--the follow through. The writer experienced that the simplest question or clarification could delay the use of the running record as a tool of assessment in the classroom. The ability of the literacy facilitator to be on site reinforced the

strategies and eliminated confusion in the applications of the theory.

The third objective stated that as a result of the staff development sessions, 20 out of the 34 teachers will develop a written plan of literacy to create a balanced literate primary environment. This objective was achieved. Twenty four primary teachers submitted a written literacy plan of action to the literacy facilitator and the writer. The primary teachers were asked to use their literacy training and create plans for how they will change their classrooms next year. Examples of their plans for next year are listed in the following three areas: reading, writing, and assessment (see Table 3).

School A's primary teachers demonstrated growth through the use of literacy vocabulary with terms of shared reading, substained reading, journal writing, and using the running record as an assessment tool.

School B's primary teachers examples of growth came through the development of the literacy plans by use of developmental stages of the student's growth. The primary

TABLE 3

Teacher Examples of Literacy Plan of Action

READING:	
School A	"I plan to continue shared reading, peer reading, and sustained reading in the classroom."
School B	"I will continue to provide opportunities for children to read at their own level. I hope to make sure I have reading conferences on a regular basis."
School C	"I plan to do guided reading with small groups. I plan to have partner shared reading activities."
WRITING:	
School A	"I plan to have my students write three times a week in a journal."
School B	"I plan to daily create a message board. This will help the children observe how words and sentences are printed. Then they can reread what has been written. Later the children will be encouraged to write their own messages."
School C	"I'm going to try to have writing conferences, instead of just moving aobut the room and discussing their writing. I also plan lessons on writing. Have students make class big books and individual books."
ASSESSMENT:	
School A	"I will use the running record with each student as an assessment tool. Writings will begin to be assessed using rubics. Student teacher conferencing will be an essential part of the reading/writing curriculum."
School B	"I plan on using the running record and anecdotal notes."
School C	"I plan to use the running record, conferencing and anecdotal records.

teacher's examples were developed along the strands to provide opportunities for children to read at their own level, to create daily message boards that reinforce the child's oral language, and to use the running record or anecdotal records for assessment.

School C's primary teachers have shown growth through their written literacy plans by introducing guided reading with small groups, using writing conferences, and using running records or anecdotal records for assessment.

The written literacy plans were shared with each principal by the writer. All the schools indicated a move forward in understanding literacy instruction with the primary student. The principals were pleased to have written commitments on the part of the teachers which demonstrated and gave potential transfer of their knowledge with literacy into individual classroom environment.

The fourth objective stated that the primary teachers will show improvement in meeting the literacy needs of their students as indicated by a pre/post questionnaire. All 34

teachers as indicated on Question #12 (see Table 1) were meeting their students needs. All 34 teachers increased their expertise in meeting their primary students needs according to the post questionnaire.

The breakdown of the individual schools showed the results of the pre/post questionnaire. Of School A's eleven teachers who completed the pre/questionnaire, only one felt she had not met the needs of her students (see Table 4). The post/questionnaire for all the teachers at School A revealed they felt that they were meeting literacy needs of their students.

School B's pre/questionnaire including thirteen primary teachers responses indicated only one teacher felt she was not meeting the literacy needs of the primary students (see Table 5). During the post/questionnaire all the teachers at School B felt they were meeting the literacy needs of their primary students.

School C's pre/questionnaire included ten primary teachers, and not one indicated they were not meeting the literacy needs of their students. However, on the post questionnaire eight teachers took a stronger position in meeting the literacy needs

Table 4

Questionnaire Responses from School A

Question 1: I feel that I am meeting the literacy needs of the individual primary student through guided reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	3	5	0	0
Post	6	2	3	0	0

Question 2: I feel that I am meeting the literacy needs of the individual primary student through guided writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	6	2	1	1
Post	5	4	2	0	0

Question 3: I feel that I am meeting the literacy needs of the individual primary student through shared reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	4	3	4	0	0
Post	4	6	1	0	0

Question 4: I feel that I am meeting the literacy needs of the individual student through shared writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	6	2	0	1
Post	5	5	0	1	0

Question 5: I allow my students 20 to 30 minutes of daily independent reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	5	2	1	1
Post	5	3	2	1	0

Question 6: I allow my primary students 20 to 30 minutes of daily independent writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	7	2	1	0	1
Post	6	3	1	0	1

Table 4

Questionnaire Responses from School A

Question 7: I feel very confident in selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	5	2	1	0
Post	6	5	0	0	0

Question 8: I feel very comfortable in using the running record when selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	0	2	0	7
Post	2	4	0	1	4

Question 9: I feel comfortable in using several types of authentic assessment in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	6	2	1	2
Post	2	6	2	0	1

Question 10: I offer writing conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	2	5	2	2
Post	3	5	1	1	1

Question 11: I offer reading conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	3	7	0	1
Post	4	4	1	1	1

Question 12: I feel that I am meeting the literacy needs of my students in the primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	5	5	1	0
Post	5	4	2	0	0

Table 5

Questionnaire Responses from School B

Question 1: I feel that I am meeting the literacy needs of the individual primary student through guided reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	6	5	0	1
Post	3	8	2	0	0

Question 2: I feel that I am meeting the literacy needs of the individual primary student through guided writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	4	6	1	0
Post	5	6	2	0	0

Question 3: I feel that I am meeting the literacy needs of the individual primary student through shared reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	7	3	0	0
Post	6	4	3	0	0

Question 4: I feel that I am meeting the literacy needs of the individual student through shared writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	5	6	0	0
Post	4	6	3	0	0

Question 5: I allow my students 20 to 30 minutes of daily independent reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	8	3	1	1	0
Post	8	5	0	0	0

Question 6: I allow my primary students 20 to 30 minutes of daily independent writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	5	1	6	1	0
Post	7	6	0	0	0

69

Table 5

Questionnaire Responses from School B

Question 7: I feel very confident in selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	5	5	1	0
Post	7	6	0	0	0

Question 8: I feel very comfortable in using the running record when selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	0	3	2	6
Post	5	4	5	0	1

Question 9: I feel comfortable in using several types of authentic assessment in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	2	6	0	5
Post	5	8	2	0	0

Question 10: I offer writing conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	5	6	1	1
Post	3	7	2	1	0

Question 11: I offer reading conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	5	4	1	0
Post	6	5	2	0	0

Question 12: I feel that I am meeting the literacy needs of my students in the primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	6	5	1	0
Post	3	8	2	0	0

Table 6

Questionnaire Responses from School C

Question 1: I feel that I am meeting the literacy needs of the individual primary student through guided reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	5	6	0	0
Post	3	5	2	0	0

Question 2: I feel that I am meeting the literacy needs of the individual primary student through guided writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	4	6	0	0
Post	4	4	2	0	0

Question 3: I feel that I am meeting the literacy needs of the individual primary student through shared reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	6	3	0	0
Post	3	6	1	0	0

Question 4: I feel that I am meeting the literacy needs of the individual student through shared writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	5	4	0	0
Post	3	5	2	0	0

Question 5: I allow my students 20 to 30 minutes of daily independent reading.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	4	3	0	0
Post	3	5	2	0	0

Question 6: I allow my primary students 20 to 30 minutes of daily independent writing.

	5 yes	4	3 Sometimes	2	1 No
Pre	3	5	2	0	0
Post	4	3	3	0	0

Table 6

Questionnaire Responses from School C

Question 7: I feel very confident in selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	5	5	2	0	0
Post	6	4	0	0	0

Question 8: I feel very comfortable in using the running record when selecting appropriate text for my primary students.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	0	0	2	7
Post	2	2	4	1	1

Question 9: I feel comfortable in using several types of authentic assessment in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	2	6	0	2
Post	0	5	5	0	0

Question 10: I offer writing conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	2	3	3	0	2
Post	3	2	5	0	0

Question 11: I offer reading conferences to my primary students in my primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	1	2	6	0	1
Post	2	4	4	0	0

Question 12: I feel that I am meeting the literacy needs of my students in the primary classroom.

	5 yes	4	3 Sometimes	2	1 No
Pre	0	4	5	1	0
Post	3	6	1	0	0

of their students (see Table 6).

The pre/post questionnaire did not measure the change in attitudes of the primary classroom teacher. The observations made by the writer were the positive changes in attitudes toward the teaching of literacy with the multi-age, multi-ability classroom. The teachers discussed the empowerment to make changes in their classroom by developing literacy curriculum which was appropriate in the primary environment. All 34 teachers felt their success as indicated by Question #12 (see Table 1).

Recommendations

There are three major recommendations resulting from this practicum. The first recommendation stems from the staff development literacy training. The literacy training was the key factor in the success of the practicum. It was an essential element for the professional growth of the teachers. Staff development in the future must meet the demands of the ever

changing profession of teaching. Staff development must be reflective of the changes occuring within the state and national educational reforms. These changes cannot take place over a short period of time nor can they be inserviced in a one day inclusive staff development session. Staff development of the future must concentration on a professional growth over the school year with follow through. The follow through must allow time for teachers to hear and understand the theory, time to experiment with the theory, and time to discuss their new learnings with the theory and practice. The follow through must have on site coordination as demonstrated by the literacy facilitators.

The second recommendation relates to the development of early literacy training for all primary teachers. All primary teachers should have staff development training on: what is developmentally appropriate in reading, what is developmentally appropriate in writing, and what is developmentally appropriate for assessment for the students from ages five to nine years old. This early literacy training will

further assist the primary teachers in creating a developmentally appropriate curriculum. It will also empower teachers in making critical selections of appropriate reading and writing materials for primary students at an instructional level. Through the literacy training professional books and articles should be available for the primary teachers for follow through research and theory.

The third and last recommendation is the creation o literacy facilitators at each school. The literacy facilitator would act as a resource teacher when other primary teachers needed extra support through the theory or the practice. A literacy facilitator could be a liaison as demonstrated through this practicum by assisting the writer, communicating needs of primary teachers to the principal, and supporting the group through mini workshops on early literacy. The literacy facilitator would be able to assist the other primary teachers through demonstration lessons in order to clarify theory into practice with the primary students. An example would have the literacy facilitator demonstrate a guided reading session while

the classroom teacher observed closing with a follow through discussion on the literacy strategies used.

The literacy facilitator would also establish support groups for the primary classroom teachers. Support groups would include teachers, teacher assistants, and others working daily with the primary school program. Support groups would be an asset to the local school charged with making many changes in accordance with the new state reform mandates. The support groups would provide time for the teachers to communicate through colleague exchanges regarding situations which happen in their primary classrooms.

Dissemination

Dissemination of this practicum began with reports to all three principals and the literacy facilitators at each local elementary school. Each literacy plan of action and pre/post questionnaires was discussed with all three principals outlining suggestions for follow-up literacy training for the upcoming school year.

The practicum's infrastructure will be extended from the local school district to a state consortium during the next school year to expand upon the state's staff development of early literacy training. This expansion will include revisions suggested by the previous discussion for adaptation for state wide dissemination.

Further dissemination could be extended through a professional article on the staff development training of state reforms through the multi-age, multi-ability, primary classrooms or the use of early literacy training as an effective strategy for creating teacher change in a multi-age, multi-ability, primary classroom.

References

References

Beed, P., Hawkins, E., & Roller, K. (1991). Moving learners toward independence: The power of scaffolded instruction. The Reading Teacher, 44, 648-655.

Bredekamp, S. (1989). Developmentally appropriate practice in early childhood programs: From birth through age 8. Washington, DC: National Association for the Education of Young Children.

Calfee, R. (1991). Schoolwide programs to improve literacy instruction for students at-risk. Research Report.

Calkins, L. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.

Chittendon, E. & Courtney, R. (1989). Assessment of young children's reading: Documentation as an alternative to testing in D. S. Strickland and L. M. Morrow (Eds.) Emerging literacy: Young children learn to read and write. Newark, DE: International Reading Association.

Clay, M. M. (1975). What did I write?: Beginning writing behavior. Portsmouth, NH: Heinemann.

Clay, M. M. (1985). The early detection of reading difficulties. Portsmouth, NH: Heinemann.

Clay, M. M. (1990). Research currents: What is and what might be in evaluation. Language Arts, 67, 288-298.

Clay, M. M. (1991). Becoming literate: The construction of inner control. Portsmouth, NH: Heinemann.

Cohen, D. (1989). First stirrings of a new trend: Multi-age classrooms gain favor. Education Week, 9, 13-16.

Cohen, E. (1986). The multi-ability classroom. Designing groupwork: Strategies for the heterogeneous classroom. Teachers College Press, 145-155.

Cunningham, P., Hall, D., & Defee, M. (1991). Non-ability-grouped, multilevel instruction: A year in a first-grade classroom. The Reading Teacher, 44, 566-571.

Cushman, K. (1990). The whys and hows of the multi-age primary classroom. American Educator, 28-32.

Department of Education. (1985). Reading in junior classes. Wellington, New Zealand: Government Printer.

Dick, M. (ed.). (1989). Special Issue on Staff Development. New York, NY: Literacy Assistance Center, Mayor's Office.

Fuhler, C. (1990). Let's move toward literature-based reading instruction. The Reading Teacher, 43, 312-315.

Green, Susan and Siamon, Sharon. (1992). Try It. San Diego, CA: Dominie Press, Inc.

Goldenberg, C. (1991). Learning to read in New Zealand: The balance of skills and meaning. Language Arts, 68, 555-562.

Graves, D. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinemann.

Hiebert, E. & Colt, J. (1989). Patterns of literature-based reading instruction. The Reading Teacher, 43, 14-20.

Holdaway, D. (1982). Shared book experience: Teaching reading using favorite books. Theory Into Practice, 21, 294-300.

Huck, C., Hepler, S., and Hickman, J. (1987). Children's literature in the elementary school. New York: Holt, Rinehart, and Winston.

Huck, C. and Kersetter, K. (1987). Developing readers. In B. Cullinan (Ed.). Children's Literature in the Reading Program, 30-40. Newark, DE: International Reading Association.

Johnston, J. and Wilder, S. (1992). Changing reading and writing programs through staff development. The Reading Teacher, 45, 626-631.

Kostelnik, M. (1992). Myths associated with developmentally appropriate programs. Young Children, 47, 17-23.

McGill-Franzen, A. (1993). I could read the words!: Selecting good books for inexperienced readers. The Reading Teacher, 46, 424-426.

McKenzie, M. (1977). The beginning of literacy. Theory Into Practice, 16, 315-324.

McKenzie, M. (1985). Shared writing: Apprenticeship in writing. Language Matters, 1, 1-5. London: ilea Center for Language in Primary Education.

Peterson, B. (1991). Selecting books for beginning readers. Bridges to literacy: learning from reading recovery. Portsmouth, NH: Heinemann.

Pinnell, G. S. (1987). Helping teachers see how readers read: Staff development through observation. Theory Into Practice, 26, 51-58.

Routman, R. (1988). Transitions: From literature to literacy. Portsmouth, NH: Heinemann.

Routman, R. (1991). Invitations: Changing as teachers and learners K-12. Portsmouth, NH: Heinemann.

Sampson, M. R., Van Allen, R. & Sampson, M. B. (1991). Pathways to literacy. Orlando, FL: Holt, Rinehart, and Winston.

Simpson, C. (1993). Daily Journals. Glenview, IL: Good Year Books.

Smith, F. (1977). Making sense of reading-and of reading instruction. Harvard Educational Review, 47, 386-395.

Strickland, D. S. and Morrow, L. M. (1989). Developing skills: An emergent literacy perspective. The Reading Teacher, 43, 82-83.

Teale, W. H. (1988). Developmentally appropriate assessment of reading and writing in the early childhood classroom. The Elementary School Journal, 89, 173-183.

Teale, W. H. and Sulzby, E. (1989). Emergent literacy: New perspectives. In D. S. Strickland and L. M. Morrow (Eds.) Emerging literacy: Young children learn to read and write. Newark, DE: International Reading Association.

Traill, L. (1993). Highlight my strengths: Assessment and evaluation of literarcy learning. Crystal Lake, IL: Rigby.

Tunnell, M. & Jacobs, J. (1989). Using 'real' books: Research findings on literautre-based reading instruction. The Reading Teacher, 42, 470-477.

Valencia, S. & Pearson, D. (1987). Reading assessment: Time for a change. The Reading Teacher, 40, 726-733.

Appendix A

Pre/Post Questionnaires

Pre/Post Questionnaire on "Creating a Balanced Literacy Program for the Primary School Program"

Circle the response that reflects your current practice in the primary classroom.

1. I feel that I am meeting the literacy needs of the individual primary student through guided reading.

5	4	3	2	1
Yes		Sometimes		No

2. I feel that I am meeting the literacy needs of the individual primary student through guided writing.

5	4	3	2	1
Yes		Sometimes		No

3. I feel that I am meeting the literacy needs of the individual primary student through shared reading.

5	4	3	2	1
Yes		Sometimes		No

4. I feel that I am meeting the literacy needs of the individual primary student through shared writing.

5	4	3	2	1
Yes		Sometimes		No

5. I allow my primary students 20 to 30 minutes of daily independent reading.

5	4	3	2	1
Yes		Sometimes		No

6. I allow my primary students 20 to 30 minutes of daily independent writing.

5	4	3	2	1
Yes		Sometimes		No

7. I feel very confident in selecting appropriate text for my primary students.

5	4	3	2	1
Yes		Sometimes		No

8. I feel very comfortable in using the running record when selecting appropriate text for my primary students.

5	4	3	2	1
Yes		Sometimes		No

9. I feel comfortable in using several types of authenic assessment in my primary classroom.

5	4	3	2	1
Yes		Sometimes		No

10. I offer writing conferences to my primary students in my primary classroom.

5	4	3	2	1
Yes		Sometimes		No

11. I offer reading conferences to my primary students in my primary classroom.

5	4	3	2	1
Yes		Sometimes		No

12. I feel that I am meeting the literacy needs of my students in the primary classroom.

5	4	3	2	1
Yes		Sometimes		No

Judy Embry, 1993

Appendix B

Change Assessment for Teachers

CHANGE ASSESSMENT FOR TEACHERS FROM WRITING JOURNALS

1. Teacher shows evidence of change in writing by moving from journal entries that are short and confused to writings that are longer and clarify new learnings.

5	4	3	2	1
Most Change	Somewhat Change	Moving toward Change	Little Change	No Change

2. Teacher shows evidence of change in using literacy termology that is reflected in creating a balanced, literate primary classroom environment.

5	4	3	2	1
Most Change	Somewhat Change	Moving toward Change	Little Change	No Change

3. Teacher shows evidence of change by sharing of examples from the classroom that demonstrates new learnings of literacy development.

5	4	3	2	1
Most Change	Somewhat Change	Moving toward Change	Little Change	No Change

4. Teacher shows evidence of change by developing curriculum that individualizes literacy instruction in the primary classroom.

5	4	3	2	1
Most Change	Somewhat Change	Moving toward Change	Little Change	No Change

5. Teacher shows evidence of change by reading the assigned professional books and articles while making links of theory and practice in the classroom.

5	4	3	2	1
Most Change	Somewhat Change	Moving toward Change	Little Change	No Change

Appendix C

Literacy Plan of Action

LITERACY PLAN OF ACTION

Describe your plan of action for the teaching of literacy in your primary school program.

READING:

WRITING:

ASSESSMENT:

Appendix D

Running Record Script

RUNNING RECORD TRAINING AUDIO TAPE/SCRIPT
SCRIPT: TRY IT

PREPARED BY

JUDY EMBRY

The following practice running record script is to be used in literacy training sessions with primary teachers. The script is to be used with an audio tape and book Try It. from the Dominie Press, Inc., 1992

The following format was adapted from the Reading Recovery Running Record Training Script.

Item #1 -- Accurate Reading

Lucy is six.	✔	✔	✔				
She likes to try new things.	✔	✔	✔	✔	✔	✔	
Lucy tried pizza.	✔	✔	✔				
She liked it.	✔	✔	✔				
Lucy tried a worm.	✔	✔	✔	✔			
She didn't like it.	✔	✔	✔	✔			
Lucy tried hopscotch.	✔	✔	✔				
She liked it.	✔	✔	✔				
Lucy tried flying.	✔	✔	✔				
She didn't like it.	✔	✔	✔	✔			
Lucy tried riding a bike.	✔	✔	✔	✔	✔		
She liked it.	✔	✔	✔				
What will Lucy try now?	✔	✔	✔	✔	✔		92

Item #2 --Substitution--Listen and follow.

Lucy is six.	Lucky Lucy	✔	✔	✔		
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	✔	✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	snake worm		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	✔			
Lucy tried flying.	✔	✔	feathers flying			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	She Lucy	✔	✔	✔	✔	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	✔	✔	✔	

Item #3--Substitution--Record next to the text. CODE: child's response
text

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

Lucy tried flying.

She didn't like it.

Lucy tried riding a bike.

She liked it.

What will Lucy try now?

94

Item #4--Repetition. Listen and follow.

Lucy is six.	✔R	✔	✔			
She likes to try new things.	✔	✔	✔	✔	✔	✔R
Lucy tried pizza.	✔	✔	✔			
She liked it.	✔	✔	✔R			
Lucy tried a worm.	✔	✔	✔	✔		
She didn't like it.	✔	✔R2	✔	✔		
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	✔R			
Lucy tried flying.	✔	✔	✔			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	✔	✔R	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	✔	✔	✔	

Item #5--Repetition. Record next to text.

CODE:

✔ ✔ ✔R Repeats word

✔ ✔ ✔R2 Repeats word three times

✔ ✔ ✔R Repeats several words by going back to reread

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

Item #6--Repetition and Substitution. Listen and follow.

Lucy is six.	✔	✔R	✔			
She likes to try new things.	✔	✔	✔	✔	✔	ideas / things
Lucy tried pizza.	✔	✔	✔R			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	snake / worm	R	
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	✔R			
Lucy tried flying.	✔	✔	jumping / flying			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	✔	✔R	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	she / Lucy	✔	✔	

Item # 7 - Repetition and Substitution. Record next to the text.

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

Lucy tried flying.

She didn't like it.

Lucy tried riding a bike.

She liked it.

What will Lucy try now?

86

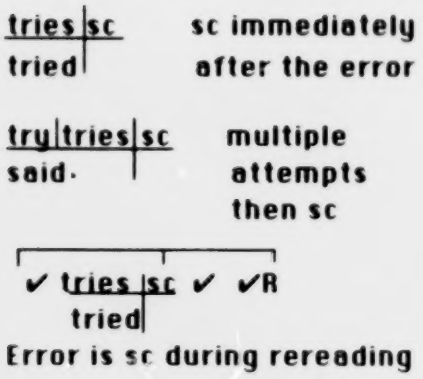
Item #8 - Self-Correction Listen and follow.

Lucy is six.	✔	✔	seven | sc six |			
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	tries | sc tried |	✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	snake | sc worm |		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	hopping | sc hopscotch |			
She liked it.	✔	✔	✔			

99

Item #9 - Self-Corrections Record next to text

CODE:



Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

100

Item #10--Consolidation: Substitutions, Repetitions, and Self-Corrections.
Record next to text.

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

Lucy tried flying.

She didn't like it.

Lucy tried riding a bike.

She liked it.

What will Lucy try now?

Item #11--Omissions Listen and follow.

Lucy tried hopscotch.	✔	✔	—		
			hopscotch		
She liked it.	✔	✔	✔		
Lucy tried flying.	✔	—	✔		
		tried			
She didn't like it.	—	—	—	—	
	She	didn't	like	it	
Lucy tried riding a bike.	✔	✔	✔	—	✔
				a	
She liked it.	✔	✔	✔		

Item #12 - Omission Record next to text

CODE: ___ Word is
text omitted

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Item #13--Insertions Listen and follow.

Lucy tried hopscotch.	✔	✔		✔			
She liked it.	✔	✔		✔			
Lucy tried flying.	✔	✔	sky	✔			
She didn't like it.	✔	✔		✔	✔		
Lucy tried riding a bike.	✔	✔		✔	✔	big	✔
She liked it.	✔	✔		✔			
What will Lucy try now?	✔	✔	crazy	✔	✔		✔

Item #14--Insertions Record next to text.

CODE: inserted word

(no text)

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Item #15--Omissions and Insertions. Record next to text.

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn t like it.

Lucy tried hopscotch.

She liked it.

Item #16--Consolidation. Record next to text.

Lucy is six.

She likes to try new things.

Lucy tried pizza.

She liked it.

Lucy tried a worm.

She didn't like it.

Lucy tried hopscotch.

She liked it.

Lucy tried flying.

She didn't like it.

Lucy tried riding a bike.

She liked it.

What will Lucy try now?

ANSWER KEY: TRY IT

RUNNING RECORD TRAINING SCRIPT

Item #3--Substitution--Record next to the text. KEY

Lucy is six.	✔	✔	seven six			
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	✔	pie pizza			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	✔		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	hopping hopscotch			
She liked it.	✔	✔	✔			
Lucy tried flying.	✔	✔	jumping flying			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	✔	bicycle bike	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	✔	✔	✔	

109

Item #5--Repetition. Record next to text. KEY

Lucy is six.	✔	✔	✔R			
She likes to try new things.	✔	✔	✔	✔	✔	ideas things
Lucy tried pizza.	✔	✔	✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔R	✔	✔		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	✔R_2			
She liked it.	✔	✔	✔			

Item #7--Repetition and Substitution. Record next to the text.

			KEY			
Lucy is six.	✔	✔	✔R2			
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	✔	✔			
She liked it.	✔	likes liked	✔			
Lucy tried a worm.	✔	✔	✔R	✔		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	hopping hopscotch			
She liked it.	✔	✔	✔			
Lucy tried flying.	✔	✔	✔R			
She didn't like it.	✔	did not didn't	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	✔	✔	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	✔R	✔	✔	

Item #9--Self-Corrections. Record next to text. KEY

Lucy is six.	Lucky|sc Lucy| ✔	✔				
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	✔	pie |sc pizza|			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	the |sc a|	✔		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	that |sc it|			

Item #10--Consolidation: Substitutions, Repetitions, and Self-Corrections.

KEY

Lucy is six.	✔	✔	seven | sc six			
She likes to try new things.	✔	✔	✔	✔	✔	✔
Lucy tried pizza.	✔	✔	✔R			
She liked it.	✔	likes | sc liked	✔R			
Lucy tried a worm.	✔	✔	✔	snake worm		
She didn't like it.	✔	✔	✔	✔		
Lucy tried hopscotch.	✔	✔	✔R2			
She liked it.	✔	lick | sc liked	✔			
Lucy tried flying.	✔	✔	jumping flying			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	✔	✔	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	✔R	✔	no | sc know	

Item #12--Omissions. Record next to text. KEY

Lucy is six.	✔	✔	— (six)			
She likes to try new things.	✔	✔	✔	✔	— (new)	✔
Lucy tried pizza.	— (Lucy)	— (tried)	✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	— (worm)		
She didn't like it.	✔	✔	✔	✔		

Item #14--Insertions. KEY

Lucy is six.	✔	✔	almost ✔			
She likes to try new things.	✔	✔	✔	✔	lots of ✔	✔
Lucy tried pizza.	✔	✔	cheese ✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	✔	fat	✔	
She didn't like it.	✔	✔	✔		✔	

Item #15--Omissions and Insertions. KEY

Lucy is six.	✔	✔	almost ✔			
She likes to try new things.	✔	✔	✔	✔	— (new)	— (things)
Lucy tried pizza.	✔	✔	✔			
She liked it.	— (She)	— (liked)	— (it)			
Lucy tried a worm.	✔	✔	✔	✔		
She didn't like it.	✔	✔	✔	✔	one	bit
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	✔			

Item #16--Consolidation. KEY

Lucy is six.	Lucky Lucy ✔	✔				
She likes to try new things.	✔	✔	✔	✔	✔	ideas / things | sc
Lucy tried pizza.	✔	✔	✔			
She liked it.	✔	✔	✔			
Lucy tried a worm.	✔	✔	the / a	brown / —	✔	
She didn't like it.	✔	✔	✔R	✔		
Lucy tried hopscotch.	✔	✔	✔			
She liked it.	✔	✔	✔			
Lucy tried flying.	She Lucy ✔	✔	✔			
She didn't like it.	✔	✔	✔	✔		
Lucy tried riding a bike.	✔	✔	✔	— / a	— / bike	
She liked it.	✔	✔	✔			
What will Lucy try now?	✔	✔	she / Lucy | sc	✔	✔R	

Appendix E

Sample of Running Record

RUNNING RECORD

Student's name: Samatha Morris Teacher's name: J. Embry

Title & Book Level: Try It (6) Accuracy Rate: 90% SC Rate: 1:2

Sample of a running record:

TEXT	Running Record
Lucy is six.	✔ ✔ ✔
She likes to try new things.	✔ ✔ ✔ ✔ ✔ ideas / things
Lucy tried pizza.	✔ ✔ pie / pizza | sc
She liked it.	✔ ✔ ✔
Lucy tried a worm.	✔ ✔ ✔ snake / worm | sc
She didn't like it.	He / She ✔ ✔ ✔

Calculation of running record:
Total of words in the text: 23 words
Total errors: 2 errors
Total self-corrections: 2 sc
ERROR RATE:
23 - 2 = 11.5 Ratio = 90%
SELF-CORRECTION RATE:
2 + 2 = 4 4 + 2 = 1.2